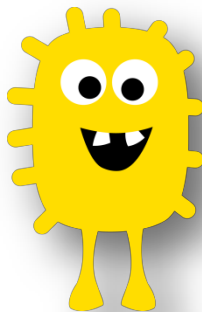


The day a monster came to school!

Activities for teaching rules and expectations during the first few days of school.

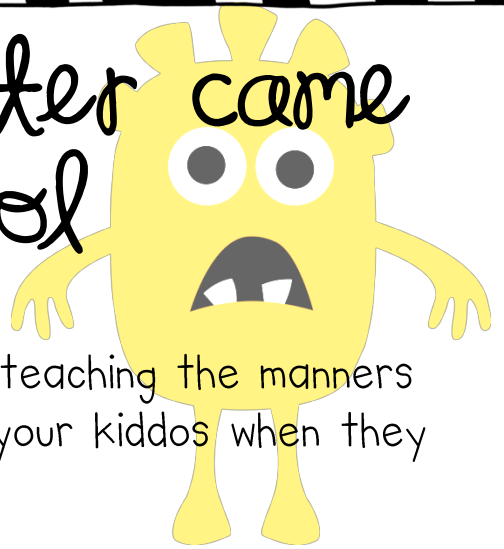


By: Kathleen Pedersen

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the day a monster came to school



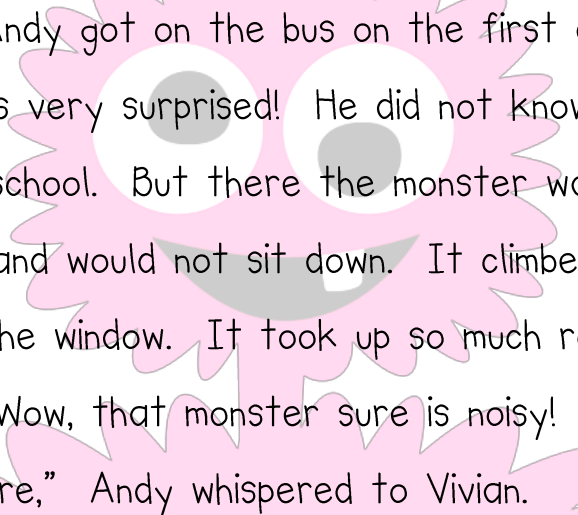
On the following pages are ideas for teaching the manners and behaviors that are expected of your kiddos when they come to school.

I have found that children understand what is expected of them when you give them clear, and concise explanations. I do not use a behavior plan in my classroom. The children are taught the terms "above the line" and "below the line." Of course you will always have those kiddos that need a little bit more, but this will work for the majority of your kiddos if you are very clear with your expectations and catch kids "doing the right thing" and many, many times and use LOTS of positive reinforcement at the beginning of the year. (and throughout, of course!!)

I have included some ideas to teach these above/below the line manners using an OLD story that was originally published in a basal series. I did not write this story. 😊

Read the story to the children and discuss all the things the monster does that he shouldn't do at school. Make a list of the things we should do at school!

the day a monster came to school



When Andy got on the bus on the first day of school, he saw a monster and was very surprised! He did not know that monsters were allowed to go to school. But there the monster was. It was making all kinds of noise and would not sit down. It climbed on the seats and put its head out the window. It took up so much room that Andy had no place to sit! "Wow, that monster sure is noisy! I'll bet it isn't even supposed to be here," Andy whispered to Vivian.

But Andy's teacher was not at all surprised to see the monster enter the classroom. It pushed ahead of everyone, grabbed a box of toys, and dumped them on the floor! When Andy and the other children sat at their places, the monster started to throw the toys!

"Stop that!" cried the teacher. "Even monsters aren't allowed to throw toys!" The monster dropped the toys and started screaming. It screamed so loudly that no one could hear the teacher.

"Be quiet!" The teacher finally said. The monster stopped screaming, and the teacher said, "It is time to play outside." Everyone stood up and walked to the door. Everyone except the monster. It RAN out the door without waiting for directions.

Outside, the monster continued to behave like a monster. It pushed some children and took toys from others. It climbed up the

slide the wrong way and sat at the top so no one else could slide down.

When the students returned to the classroom, the teacher tried to read them a story, but the monster shouted and laughed, and no one could hear. Then it pulled toys the toys off the shelves again! It just would not listen.

At lunchtime, the monster grabbed other people's sandwiches. It dropped food on the floor and spilled milk. Later, when it was time to paint, the monster ran around the room painting big, black lines on the children's paintings. When the children formed a circle and tried to sing, the monster jumped around and stepped on their toes. It pounded on the piano until the teacher had to close it. At rest time, the monster laughed and talked and poked the children.

"Come here!" said the teacher, who was finally very angry. "You are a real monster! Monsters are not allowed in school. Go away and never come back!"

And do you know what happened? The monster burst into tears! Everyone was astonished.

"I'm sorry!" cried the monster. "I've never been to school before. I did not know it was against the rules to shove and run and push, or to grab and throw things. Please don't tell me I can't come back! I like school and will try to learn if you all will help me."

The teacher asked the children what they thought. The children decided to make a list of rules. They would let the monster stay – if it followed the rules. The monster promised he would try his best.

(You COULD stop reading here, and discuss the things the monster should not have done at school, and make a list of rules for your classroom, or you could continue reading.)

The next day, the monster came into the classroom quietly and got right to work. He made sure to share his things and help his neighbors. When it was lunchtime, he lined up quietly and walked to the cafeteria. He ate his food nicely and when it was recess time, he slid down the slide the right way and took turns playing with his friends. During read aloud, he sat still and was an active listener. At the end of the day, the teacher asked the kids how they thought the monster did. “He was a good listener,” said Andy. “I liked playing with him at recess,” replied Vivian. The teacher then asked the monster how he felt. “I think I did a great job playing, sharing, and listening,” he said. “I agree! You should be very proud of your hard work,” said the teacher. The monster went home feeling very happy with himself and couldn’t wait for the next day of school!

above and below the line behavior

"Above the Line, Below the Line, Bottom Line" is a behavior management system that was developed by Corwin, a nationally recognized expert on behavior management. The program was designed to teach students to be responsible. It provides students with a clear understanding of appropriate and inappropriate behavior focusing on teaching students to LIVE ABOVE THE LINE and be responsible. The goal of the above the line plan is to promote a safe, and caring environment where all students are taught the difference between appropriate and inappropriate behavior. In the program, behavior is divided into three groups. The groups are "Above the Line", "Below the Line" and "Bottom Line". Students are expected to demonstrate "Above the Line" behaviors. If a student makes an inappropriate behavior choice and falls "Below the Line", the student will be expected to assume responsibility for the behavior. When a student demonstrates a "Bottom Line" behavior, it will require involvement by the principal, parent(s) and/or guardian(s).

behavior expectations sort

A friend showed me this activity a few years ago, and the children are really able to relate to it. For this activity I use 3" x 3" picture cards depicting above, below and bottom line behaviors. I ask our special education team to make the pictures with Boardmaker. I do not own the software, so I am unable to reproduce them for you here. I have included some word cards for you to use. I would highly recommend getting picture cards so students can "see" the behavior. You can download *some* at this website:

<http://www.readytwolearn.com/>

Examples of each type of behavior:

"above"	"below"	"bottom"
sharing	interrupting	hitting
raising hand	blurting	kicking
sitting criss-cross	breaking tools/toys	pushing
listening	tattling	spitting
walking	not keeping hands to self	yelling
working	playing during carpet time	
helping others	laying down during carpet time	
participating	talking in the hallways	
cleaning up		

Here is what you do:

Prepare a poster with the included headings (Manners at School, above the line, below the line, bottom line).

Show each monster/word to the class and discuss whether it would be something that is appropriate for school/not appropriate. If it is not appropriate discuss if it is a bottom line behavior. You should also discuss with the students your school's policy for these types of behavior. Have student stick the monsters/words in the appropriate spots on the poster.





sharing



listening



**working
hard**



**helping
others**



Participating



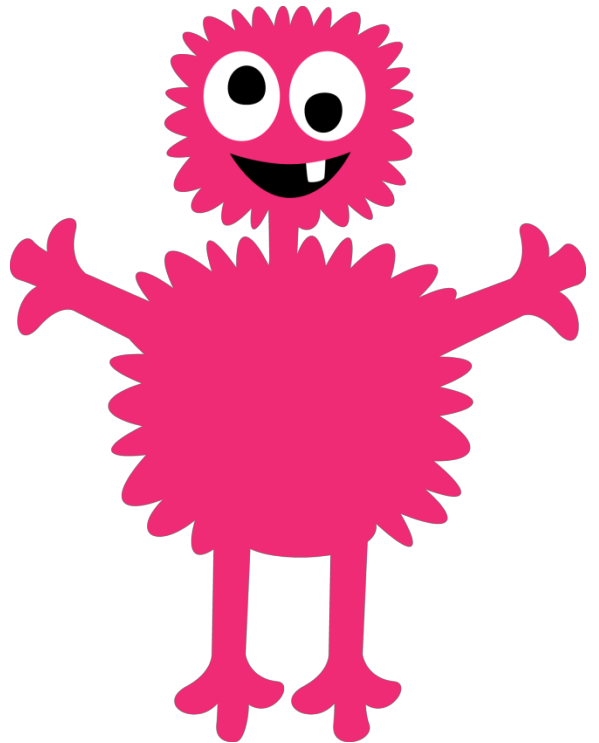
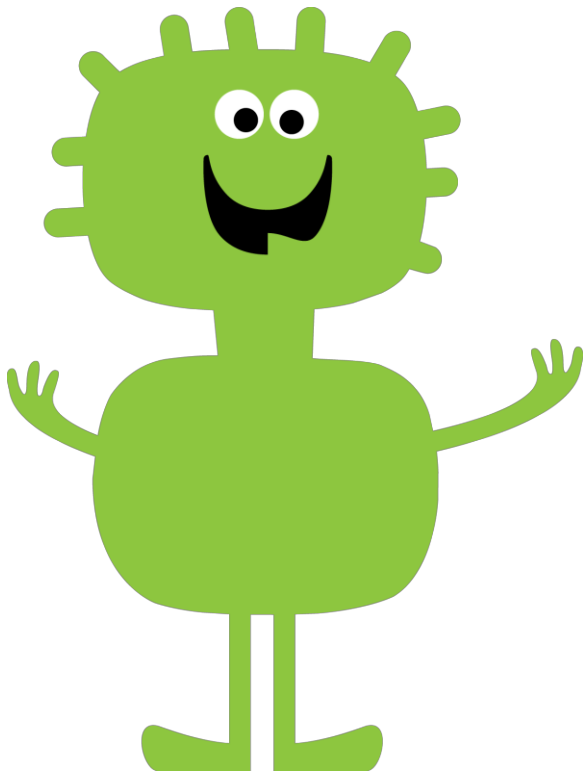
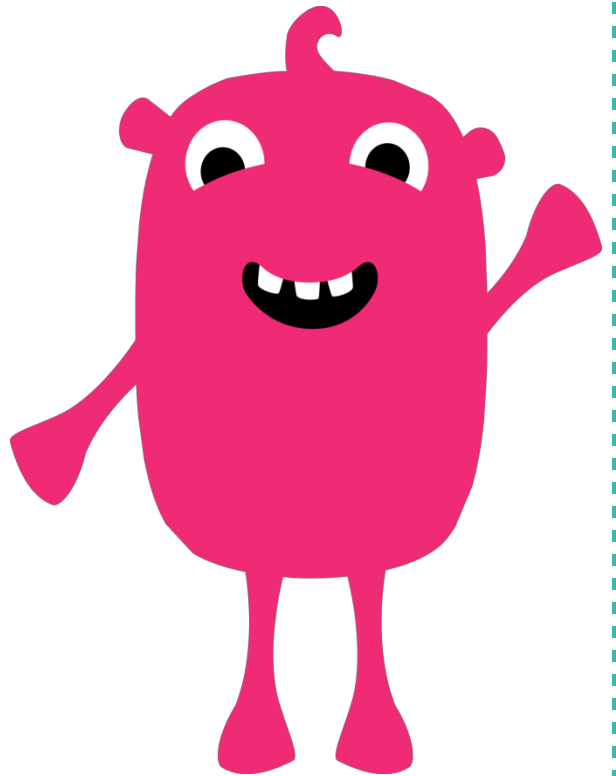
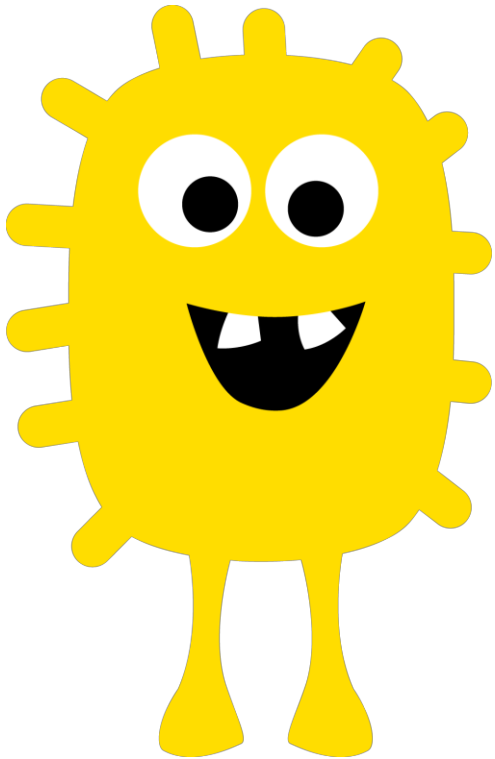
**Cleaning
UP**



walking



**Using
kind
words**

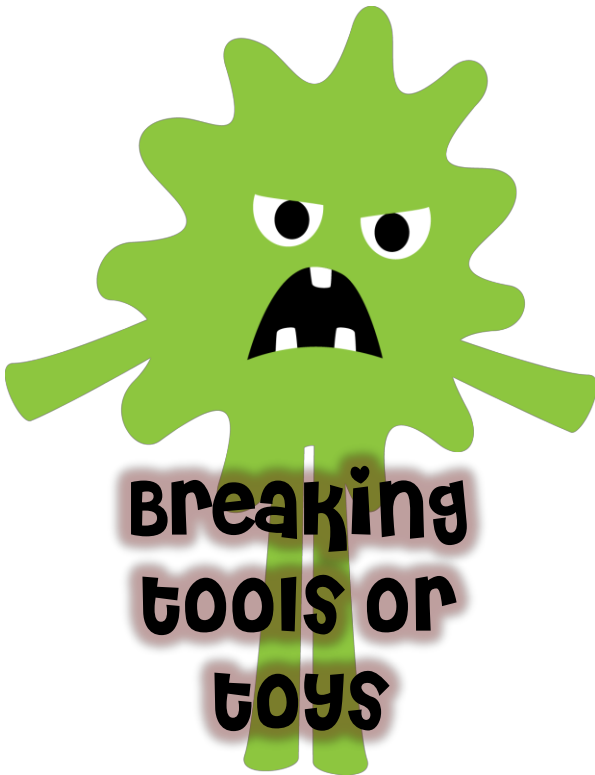




interrupting



blurting



**Breaking
tools or
toys**



tattling



**not keeping
hands to
self**



blurting



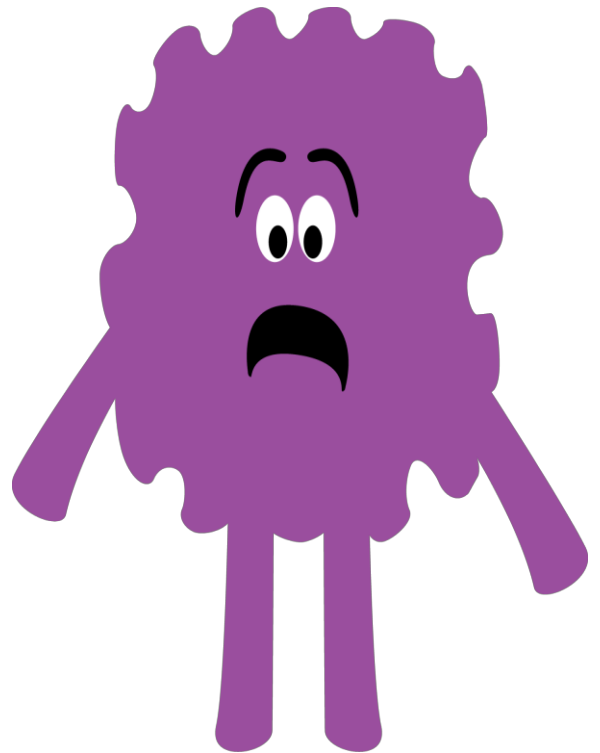
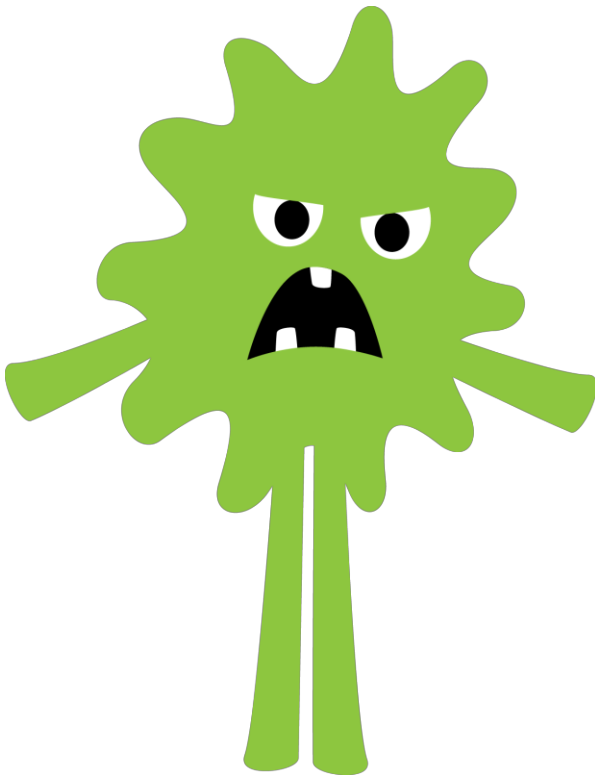
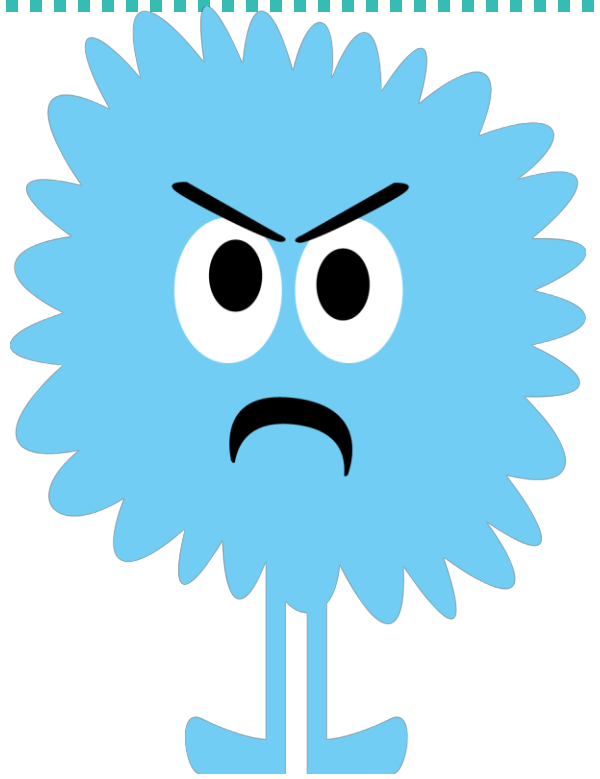
**playing
during
carpet time**

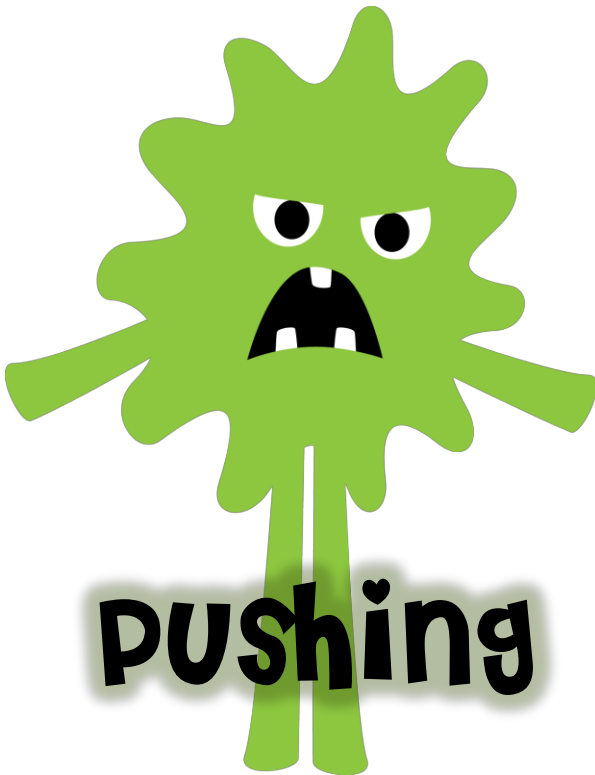


**Laying down
during
carpet time**



**Talking in
the hallways**







**Above the
line**

**Below
the line**

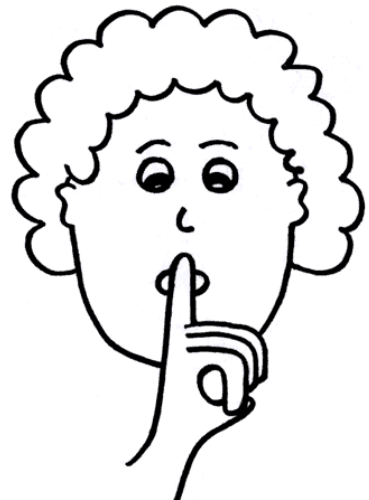
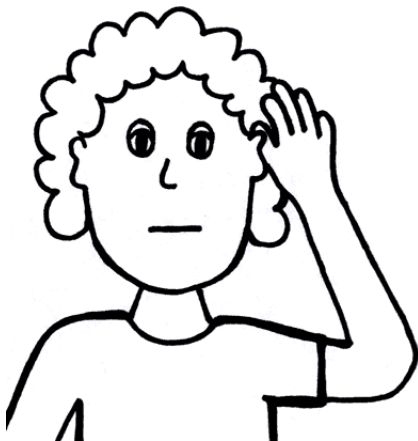
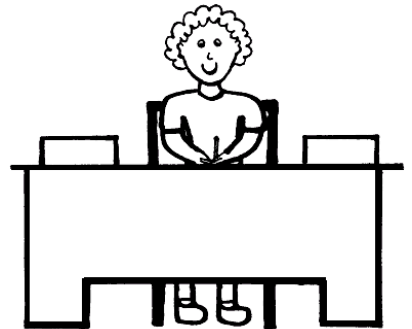
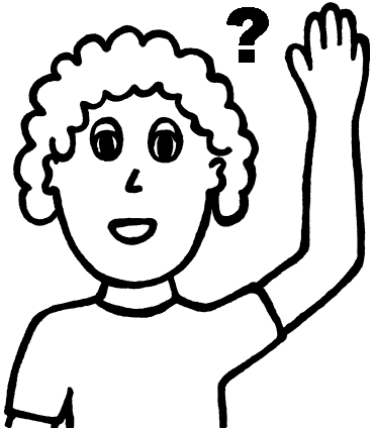
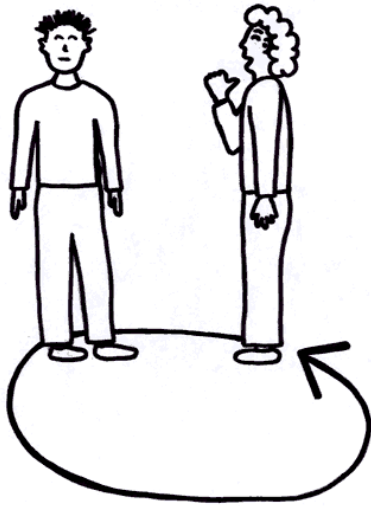
**Bottom
line**

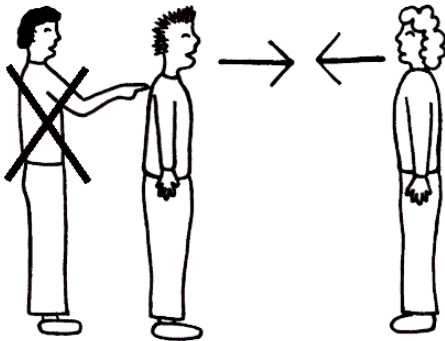
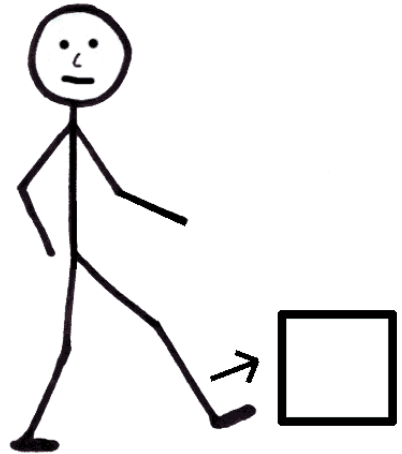
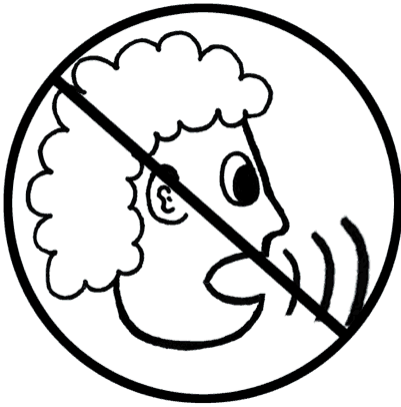
manners

at

school

Here are a few picture cards to get you started. They are all from the ReadytwoLearn website.





establishing rules and expectations

After you have completed the above the line/below the line sort (you can do this as many times as you need to!), it is time to establish your classroom rules. It is best to keep them as simple as possible! For example:

1. We walk in school.
2. We raise our hand to speak.
3. We listen to the speaker.
4. We are kind to our friends.
5. We clean up after ourselves.

Together with your class generate rules and expectations that will be best for you and your kiddos. If you write them with the class, they will have more ownership for them. It is fun to have them sign their name or stamp their fingerprint at the bottom. Hang up these expectations in your classroom to refer to throughout the year.

we make good choices in school!

Draw a picture of how you make good choices at school.



By _____

Whole Body Listening

The book on the following pages is based on the concept of “whole body listening” developed by Michelle Garcia Winner and her colleagues at Think Social Publishing.

Many children come to school not really knowing how to listen. With this story, you will explicitly teach kids how to be a good listener – by listening with their whole body (eyes, ears, hands, feet, body, heart, brain).

The characters in the book are monsters! This book will correlate nicely with “The Monster Who Came To School” story.

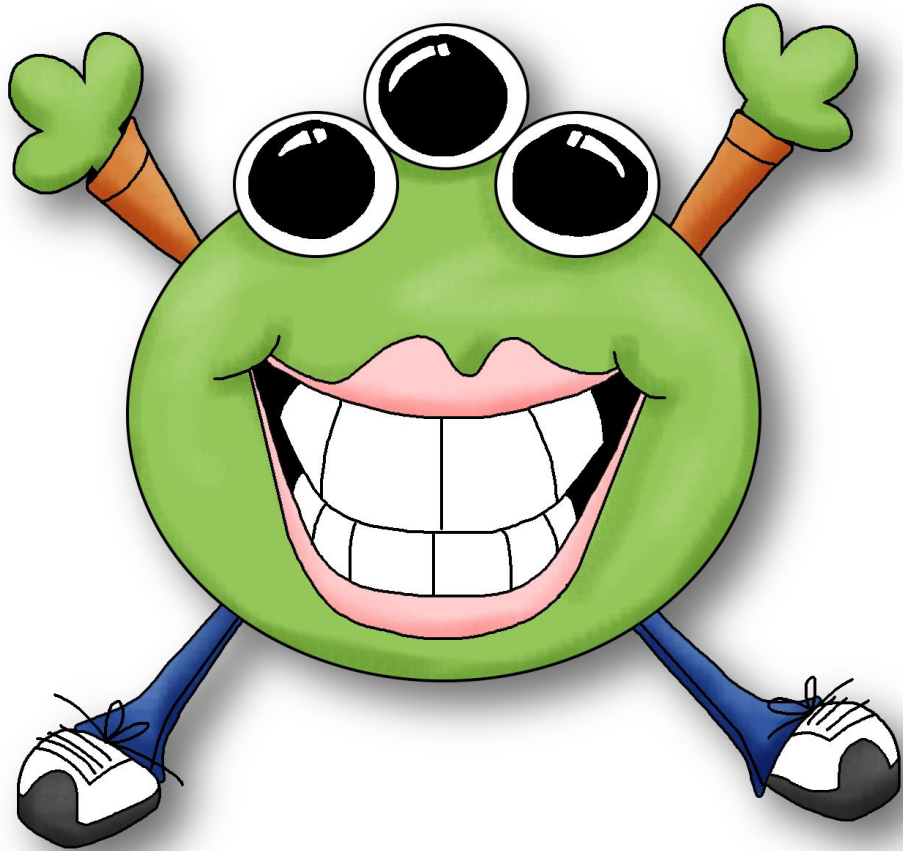
There is a poster included at the end and directions for how to print it into a larger size.

can you
listen with
your...?



By: Kathleen Pedersen

**A monster can listen
with his eyes. can you?**



**yes! I look at the
speaker when I am
listening!**

**A monster can listen
with his mouth.
can you?**



**yes! I keep my mouth closed
and don't talk with others
or make sounds when I am
listening!**

**A monster can listen
with his body.
can you?**



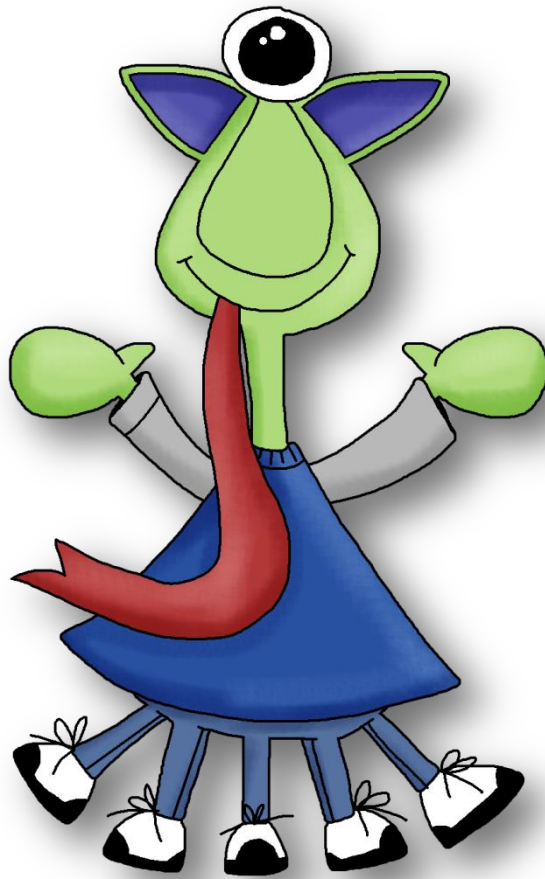
**yes! my body is facing
the speaker when I am
listening!**

**A monster can listen
with his hands.
can you?**



**yes! my hands are at my
side or in my lap when I
am listening!**

**A monster can listen
with his feet.
can you?**



**yes! my feet are still
and quiet when I am
listening!**

**A monster can listen
with his brain.
can you?**



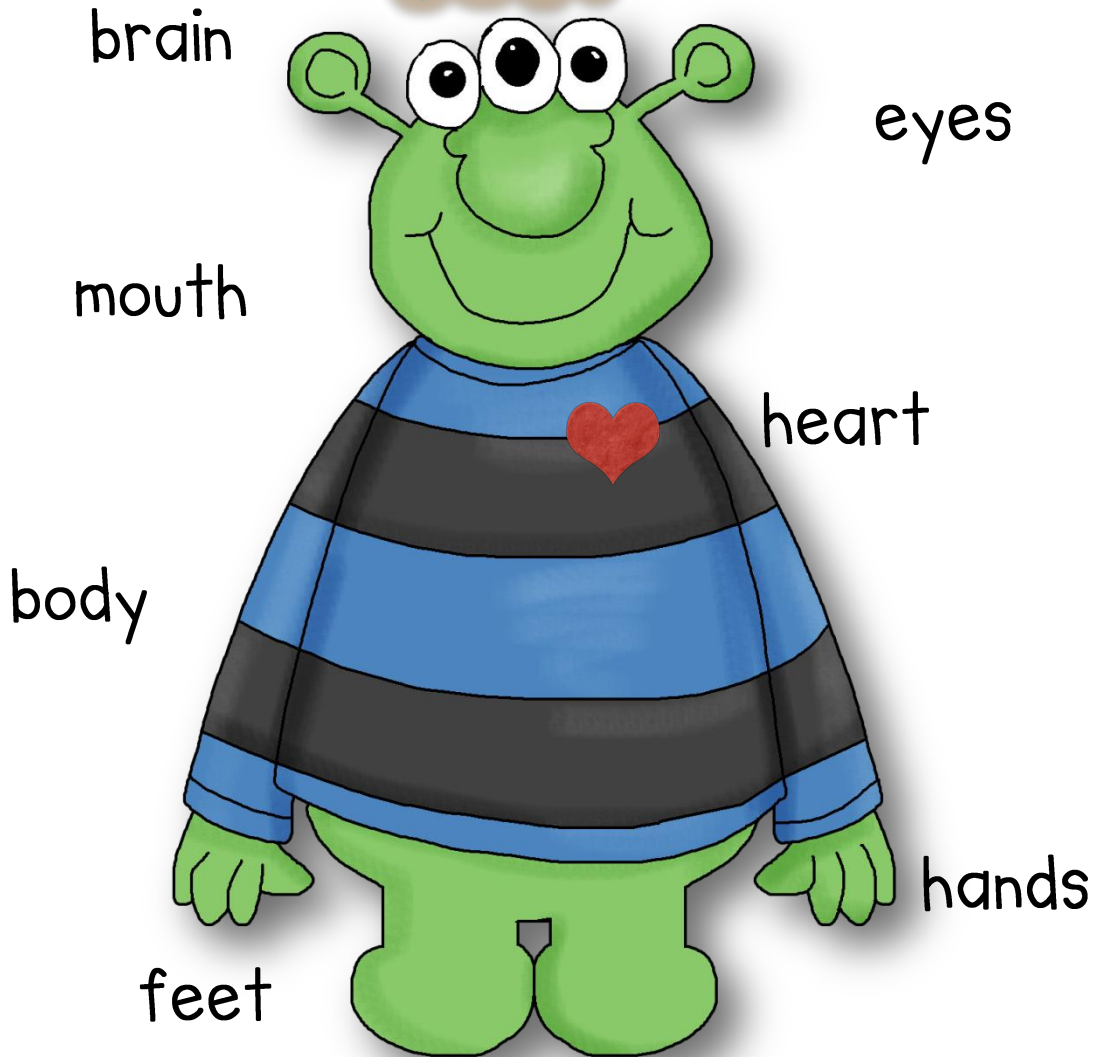
**yes! my brain is
thinking when I am
listening!**

**A monster can listen
with his heart.
can you?**



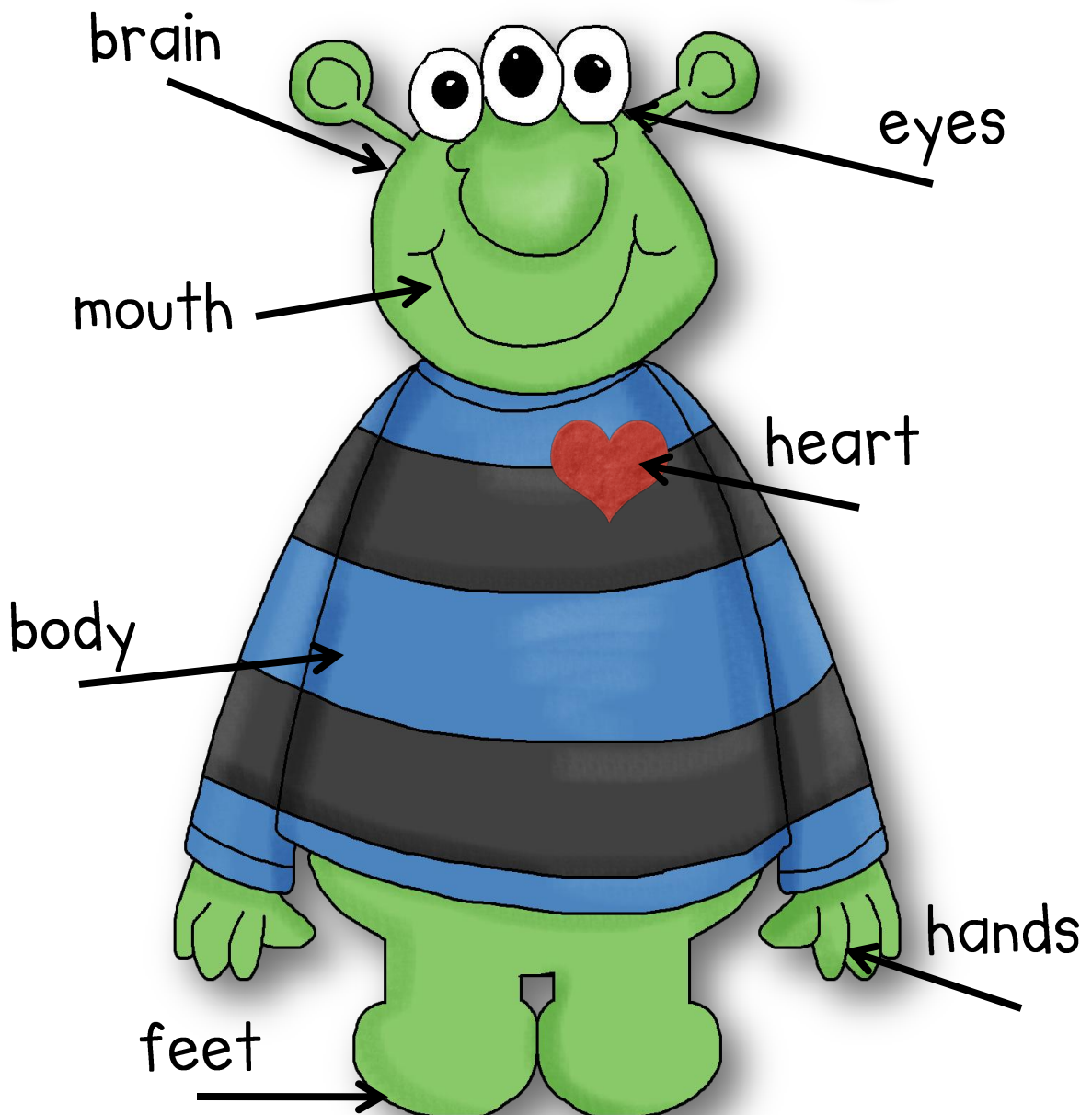
**yes! my heart is
caring about what others
say when I am listening!**

**A monster can listen
with his whole body. can
YOU?**



yes! I can!

Are you listening?



Are you listening?

POSTER

Use the poster on the previous page to hang up in your room to remind students of the expectations for listening.

To print it as a poster, do the following:

1. Go to File: Print
2. Select the page to print
3. Go to properties on the print box (same one)
4. A new window will pop up, click the tab that says "page set up"
5. On page layout, click "POSTER PRINTING"
6. Click Okay
7. It will go back to the normal print box, click okay again.

Your printer will print out 4 pages. Trim the inside edges and tape together! Mount on posterboard.

If you want a glossy poster look, use photo paper!

how can you be a good listener?

By _____



Thank you!

For downloading this freebie!

I hope you enjoy using these activities with your kiddos! I would greatly appreciate it if you would leave positive feedback on this product!

Happy Teaching!
Kathleen

Be sure to visit my blog for more free downloads!
growingkinders.blogspot.com
growingkinders@gmail.com



You will need Adobe 9.0 or newer to properly view all graphics.
Graphics by Scrappin Doodles : <http://www.scrappindoodles.com>
and Goodness & Fun